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ABSTRACT

A system for conducting formal needs assessment for vocational education in California community colleges was developed and field tested. Utilizing seven questionnaires, the following groups, who were seen as possessing information that was essential to a formal needs assessment, were surveyed: residents of the community, employers, current students, former students, instructors, counselors, and administrators. Suggested procedures for conducting a general needs assessment for Occupational Education are presented. Observations and recommendations of the field test task force are: (1) the community college lacks identity both as a tax-supported tuition-free institution and as an institution providing occupational education training; (2) the community college must increase its public relations activities; (3) community colleges should seriously consider investing in a vocational guidance specialist who can bridge the gap between industry and the various training programs; (4) the time it takes to turn an interested potential student into a matriculated student results in loss of enrollment; (5) attention must be given to providing top-notch placement services to occupational education graduates; (6) occupational instructors must receive periodic retraining to keep abreast of changing skill requirements; (7) more emphasis must be place upon making entering students aware of the actual needs of employers; and (8) the community college should move toward providing employers with a graduate who has the proper level of skills. Appendixes provide copies of the questionnaires used, list of employers surveyed, and results of the needs assessment. (DB)

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PRIORITY DETERMINATION FOR VOCATIONAL EDUCATION THROUGH A FORMAL NEEDS ASSESSMENT PROCESS

by

PROJECT DIRECTOR
Otto A. Heinkel

Final Project Report

REPORT 73.14

1973

Otto A. Heinkel, Director
Larry J. Morgan, Assistant

This research was conducted by the San Diego Community College District during the 1972-73 year in cooperation with the California Community Colleges Chancellor's Office, Occupational Education Section. The study was performed under Title I, Part C, Sec. 131(b) of Public Law 90-576 and the CRCU Small Grant Program.

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FORWARD

The use of scientific management system tools is becoming an integral part of planning and management functions for occupational education in California Community Colleges. Needs Assessment provides the foundation for scientific planning and furnishes these education institutions with valid current data upon which occupational education program planning and management decisions can be made.

The foresight to anticipate the value of needs assessment goes mainly to Leland Baldwin and William Morris of the California Community Colleges Chancellor's Office. Their support and encouragement in this project enabled procedures and instruments to be designed and field tested for use by ninety-eight community colleges in California.

Otto A. Heinkel
Project Director

INTRODUCTION

The purpose of this project was to develop and "field test" a system for conducting formal NEEDS ASSESSMENTS for Vocational Education in California Community Colleges. NEEDS are defined as gaps between current outcomes and achievements and (or desired) outcomes and achievements for learners, implementers, and the community. NEEDS ASSESSMENT is a formal process which determines all gaps and places them in order of priority.

While the process of needs assessment has been given much attention prior to this study, the actual implementation of needs assessment on a large scale in an actual field situation has not been attempted. Therefore, the researchers were initially faced with the question, "Is it possible within the current state of the knowledge to develop an effective and efficient (cost-effective) process which will identify and document priority gaps between the realities of the job world (kinds of jobs, skills, number of job openings) and the educational institution (program offerings, skills emphasized, enrollments). Ultimately, such a process should lead to a reduction in completing learners who are unable to find and keep jobs, more effective allocation of resources, and an increase in the effectiveness of vocational education programs in California.

Formal needs assessment provides governing boards and education agencies with a valid, objective process for determining priorities for vocational education. In addition, periodic reapplication of the formal assessment process provides public accountability by documenting the

degree of gap (need) closure accomplished by actions initiated as a result of needs assessment. Thus, a needs assessment system proven in the field, would insure the possibility of providing a realistic approach to education for students on a continuing basis. Educators would know what industries seek in their potential employees, what skills are considered most important, and what the employment demand is for various occupational education graduates.

The community college may be viewed as a "business." That is, it has a labor force (instructors, counselors, administrators, etc.) and it turns out a product (its graduates and trainees). However, the community college is unique as a "business in that it does not exist simply to produce profit nor does its existence depend upon consumers who are willing to buy its products. Therefore, when removed from the accountability factor inherent in profit and loss, an alternative must be found. That alternative is provided by NEEDS ASSESSMENT.

Although much information may be generated regarding public image, employee competency, etc., this formal needs assessment application sought only answers to very basic questions, specifically: what is the current status of various community college occupational education program in relation to current community needs. What courses do people want to take in comparison to what the community college offers? What skills are learned or provided compared to the skills employers are seeking? How many jobs are available compared to the number of people being graduated. In essence, what is as compared to what should be.

In formal needs assessment application it is essential that all groups possessing relevant information be questioned. Thus, the first task to tackle was to determine who comprised these groups. For the purposes of this study, the following groups were identified and selected.

1. The community - Residents not attending the college but living within its boundaries.

2. Employers - Businesses and industries within a reasonable geographic area constituting a potential employer pool for community college occupational program graduates.

3. Current students - Members of the community currently enrolled in occupational education.

4. Former students - Members of the community previously enrolled in occupational education programs now believed to be employed or seeking employment.

5. Instructors - Personnel currently teaching in occupational education programs.

6. Counselors - Personnel currently in positions to provide counseling services to occupational education students.

7. Administrators - Community College Personnel with administrative responsibilities for occupational education programs.

Having identified those groups of participants possessing information essential to the formal needs assessment, seven questionnaires were developed so that a survey could be conducted. Care was taken to include only questions basic to the study and to apply those questions to a sample of each segment of the community involved in the business of the community college. A sample of each of the seven questionnaires actually used in this study is contained in Appendix A (pages 23-30)

FIELD TEST

The questionnaires formulated for this study were both practical and brief. Questions selected for use were intended to provide only basic identifying data, pose questions within the expertise of the respondent, and provide data which might reveal gaps or discrepancies between existing conditions (what is) and desired outcomes (what should be). A quick run down reveals the underlying assumptions involved in the questionnaires.

1. Current students...You've selected our college. How might our training program be improved to reflect your perceived needs?

2. Former students...You've received our training. How do you rate the training we provided you, i.e.: What skills should we add or delete? Were you able to find a job? How might we improve our training program? Are you interested in further training?

3. Instructors...You teach job skills to our students. What is the current employment demand for people who possess the skills you teach? What skills should be added or eliminated from your course? What skills do you teach ranked in order of importance?

4. Counselors...You provide our students with information to help them select courses and find jobs. What jobs are currently available to our graduates? What courses do we offer which provide the training necessary to get those jobs? What is the ratio between the number of people we're training and the number of jobs available?

5. Administrators...You're responsible for the establishment, continuation, and elimination of programs. Can you answer questions posed to the counselors?

6. Community...Your tax dollars help support our college. What occupational training would you like to receive? When can you attend and what can we do to make our services more readily available to you? Would you like to enroll in one of our occupational education courses now or in the near future?

7. Employer...You hire our students. What job openings do you currently have or anticipate in the near future? What skills are required to fill those jobs? How many employees are you trying to hire right now?

For the purpose of this study, populations providing input were divided into two groups; those directly involved in the educational process (students, counselors, administrators, instructors) and those served by the community college but not directly involved in the process (employers and the community).

Current (occupational education) students were identified by distributing the appropriate questionnaire to selected vocational education instructors. The instructors were given directions relative to dissemination and return of the instrument. Students thus surveyed were in their final week of courses.

Instructors were surveyed through the various Deans of vocational education located on campus. Completed questionnaires were returned to the researcher or to the Deans who then referred them to the researchers. Counselors were contacted through the heads of the counseling departments at various campuses and Administrators were reached individually.

The above groups might be considered a "captive audience." Depending upon the amount of cooperation received, and the sophistication of the college data processing resources, information from these sources may be obtained easily and readily. Groups outside the community college, however, provide a serious problem with regard to sampling and data collection.

The first group of "outside" participants to be surveyed were former students. Again, depending upon the sophistication of the college's data processing system and the quality of records maintained, the task of identifying former students could be relatively simple. However, getting

responses from this group can be complicated.

It may safely be assumed that many former students have changed their addresses since leaving school. In fact, many former students will have left the immediate vicinity to find jobs. In addition to these problems, former students may be reluctant to provide evaluative data regarding the training they received. Completing the survey instrument may be viewed as time-consuming and the former student may find little immediate reward for providing information once he has completed the programs that are being investigated.

In view of these factors, the most reliable method to collect data was to survey by direct mail and then followed up within one week by telephone. This method is time-consuming but essential to assure sufficient numbers of accurate responses. Former students had been surveyed in similar fashion at Mesa College, and the results of that study, though available to the researchers, did not lend themselves to analysis for needs assessment purposes. As the study had just been conducted it was deemed inappropriate to attempt a further survey. Thus, data from former students was not obtained.

The largest population to be surveyed regarding the formal needs assessment was the community. The size of this important source of information dictates the use of a random sample technique. Various survey methods were rejected due to cost and time limitations. Also, in a study of this magnitude, accuracy becomes extremely important. The technique finally employed was one of a modified random digit dialing survey conducted by telephone. Interviews were conducted from 8 a.m.to 9 p.m. during a seven day period.

Random digit dialing has its disadvantages. In this case, randomness did not assure input from minority groups. Therefore, alternative methods were employed to elicit responses from minority segments of the community.

Unemployment (or under employment) is often high among minority groups. Therefore, a half-page ad was placed in the major local newspaper serving the county. This ad was aimed at attracting the attention of people seeking entry level jobs or jobs considered better than their current job. This proved to be an expensive procedure. The ad was placed in the news section of the paper and ran for one Sunday. Of the 125 responses received, 32% were identified as minorities. The cost per lead was $9.00. All questionnaires received were referred to the counseling departments at the various community college campuses.

As a result of the experience gained from the first ad, a second ad was placed in the paper. This ad, much smaller in size, was placed in the classified section under the heading "Employment Preparation." A one week trial resulted in 37 leads at a cost of 46¢ per lead. This ad merely informed the potential student of the availability of training at the community college and encouraged a phone call to the research office. When calls were received, the interviewer completed the questionnaire and then referred the respondent to the counseling department.

As a tie-in to the newspaper ads, free media time (including both television and radio interviews) was granted the researchers. This allowed for an explanation of the needs assessment process, provided valuable publicity to the college district, and encouraged communication from the community.

Potential employers are the key to providing meaningful data for a formal needs assessment. Commercial interviewing, however, is a complex and difficult problem to approach. For example, San Diego County is marked by extremely high employment rates in businesses which utilize 20 or more workers. In fact, more than 3 out of every 4 persons employed in this county work in a business which has in excess of 20 employees. It would have been wasteful, therefore, to have interviewed businesses on a strictly random basis.

What was employed was a modified stratified random sample. The strata examined in detail were comprised of firms and businesses that employ more than 20 workers located within the San Diego County. A list of participating employers is contained in Appendix B.

It was, of course, essential that employers be drawn at random from the entire county so that some projections could be made regarding the overall employment picture. (From the 20,000 employers in San Diego County, for instance, a sampling of five hundred employers or 2 1/2% were surveyed). However, this projectability is limited to the number of jobs available within specific (sampled) categories of businesses.

Once received, the data must be analyzed and presented in a meaningful way which could be easily interpreted. One method is to present the tabulated data by means of a graph or chart which would identify the gaps existing between the current conditions and required outcomes. Using employers as a base, comparisons can be made between the perceptions of the community, the community college personnel, community college students, and reality as portrayed by actual employers.

For example, the data might reveal that a gap exists between the number of employees needed (as reported by employers) and the scope of programs being offered to train those employees. Indeed, without the use of needs assessment, administrators could find themselves expanding programs which should, in fact, be cut-back or even curtailed. Also, the graph might reveal discrepancies between those skills deemed important by employers and those skills deemed important by community college instructors.

Results of the application of needs assessment to the San Diego Community College District are presented in Appendix C (pages 53-to 89)

A NEEDS ASSESSMENT MODEL

This section presents suggested procedures to conduct a general needs assessment for Occupational Education. The procedures are listed according to populations to be surveyed. The sequence represents a general chronological order.

EMPLOYERS

PROCEDURES	REMARKS
1. Obtain descriptive information on every employer within the district boundaries . business name . business address . business telephone # . type of business . # of employees . name of owner/ president of firm (It is recommended that major employers adjacent to the district boundaries be included in the survey process)	. An updated file should always be maintained by the district. . A follow-up of former students will give you a "hot" list of employers that are hiring your students.
2. Contact the employers for the following information: . # of current job openings . job titles for the identified openings . How many bodies are required for each job title . expectations for future job openings Contact is made by mail with a telephone follow-up.	. Employers will not respond to a lengthy questionnaire. The format must be simple and easy to read.

PROCEDURES	REMARKS
3. Prioritize and select job areas of interest to the college for further study.	
4. Make second contact to those employers who have indicated they have openings in selected job areas to find out: . skill requirements for current job openings . employment pattern for job openings	. the skill list sent to employers is developed by faculty instructors. The employers rate each skill as essential or non-essential.

FORMER STUDENTS

PROCEDURES	REMARKS
1. Obtain list of former students. The following information should be included: . name . address . telephone number . program major . date graduated or date of last enrollment . units completed List should go back a minimum of one year. Two years previous attendance list is desired.	. Most education institutions will have available graduation lists from the previous two years. Information on addresses, etc. will frequently be located in pupil personnel backdated files and in some cases, will be in computer storage files. . former students also include those students who have left the school but who did not graduate. . some programs are short term and certificates are given for completion. These students will not be listed on the graduation list, but should be included in the survey.
2. Contact former students by mail with a questionnaire that collects the following information: . present employment - job title - name & address of employer . program major while attending education institution . relationship of present job to training received	A follow-up contact should be made to those students who do not respond within a two weeks period of time. A telephone survey yields the best results.

FORMER STUDENTS (continued)

PROCEDURES	REMARKS
. identification of most useful skills learned in training program . identification of skills found to be useless. . identification of skills that should be added to training program.	

CURRENT STUDENTS

PROCEDURES	REMARKS
1. Obtain list of students currently enrolled in occupational education programs. List should contain the following information . name of student . program major	. Current students include daytime enrollees and evening division enrollees.
2. Survey current students for the following information: . present employment (job title) . part time or full time employment . purpose for enrolling in current program - obtain new skills - upgrade present skills	

EMPLOYERS, FORMER STUDENTS, CURRENT STUDENTS

PROCEDURES	REMARKS
1. The data collected from the above three populations will be summarized individually. The next step is to compile and prioritize the summary data. The following types of information will be the result of the compilation: . a priority list of job openings matched with current program enrollments . a priority list of job openings in program areas where no programs are currently offered	
2. Select occupation education programs to add, delete, maintain, reduce, or accelerate.	. Selection will be made according to criteria such as installation costs, enrollment potential, enrollment levels at other competing institutions.

COMMUNITY

PROCEDURES	REMARKS
1. Obtain descriptive information on the community relative to: . minority group distribution . socio-economic distribution	. Sources for information vary for geographic regions. Agencies to contact for inquiries are as follows: . Human Resource Development . Chamber of Commerce . Telephone Company
2. Contact with the community can be made by . mailing out a questionnaire with the college catalogue fall/ spring mailing . ads in local newspaper . random digit dialing (telephone)	. Questionnaire and newspaper ads can be designed as recruitment instruments . Telephone interviews can be used as a recruitment technique . Responses should be given to college occ. ed. counselors for immediate follow-up

12th GRADE HIGH SCHOOL STUDENTS

PROCEDURES	REMARKS
1. Obtain a list of all high schools who are "feeder schools" to your district	
2. Secure permission to survey all 12th grade students during the classroom instructional period.	. Survey process will be no longer than 10 minutes. The information gathered can be of use to high school counselors, also.
3. Survey all 12th grade students to obtain the following information: . name . address . telephone # . program major . post graduation plans	. This information will provide the college with vital recruitment information. College counselors can make follow-up contacts with students.

SUGGESTIONS FOR REVISION

As a result of the actual field experience gained in conducting this formal needs assessment application, several suggestions are made regarding the future implementation of a large scale needs assessment conducted in a similar situation.

The following instrument revisions are suggested:

Current Students (Appendix A, p 22)
Current students are not in a position to provide meaningful data. Their perceptions of employment possibilities and job skills are usually limited or they tend to reflect merely the perceptions of their instructors. For this reason, a survey of current students need be conducted only as a follow-up to determine the degree of disorientation existing between student perceptions and actual employment conditions. This information should be processed by guidance counselors.

Administrators and Counselors (Appendix A, p 22)
This questionnaire can be shortened. Basically, the needs assessment seeks a comparison between employer job requirements and the community college administrators' and counselors' perceptions of those requirements. Question 3 can be eliminated from the questionnaire.

Instructors (Appendix A, p 22)
This questionnaire can be abbreviated. Instructors are in a position to provide information relative to the skills they feel the employer is seeking. Therefore, information need be obtained which identifies the program or courses the instructor is teaching, what jobs these courses lead to, and the skills essential for entry into those jobs.

Former Students (Appendix A p 22)
Former students are an extremely valuable source of information. Having been through the college training program and having been thrown into the labor market, former students are in a position to make a direct comparison between the skills they were taught and the skills they need. They are also in a position to provide first-hand information regarding the employment situation for their prospective occupation. The former student questionnaire can be shortened greatly. Information should be sought which asks whether or not the student found work in the area of his training; what skills were actually required on the job, and an overall evaluation of his training program in relation to the realities of the actual job.

The Community (Appendix A p 22)
The community provides data relative to its awareness of the community college and its programs. Once this information is obtained the needs assessment seeks only to discover what kind of job the person would like, what obstacles might prevent his enrolling for a program leading to that job, and whether or not the person would actually enroll. Basic identifying data is needed so that a follow-up can be made for recruitment purposes.

Industry (Appendix A p 22)
As it stands, the present industry questionnaire is adequate. However, it, too, can be streamlined. In essence, the questionnaire need only ask for specific job titles which have current openings, the number of those openings, and the skills required by those who will fill those jobs.

All the questionnaires were formulated originally with the intention of doing the survey by mail. However, information from the community, employers, and former students is best obtained by direct interview. . . usually by telephone. Therefore, the instruments must contain screening questions to assure that the respondent understands the term occupational education. This will help insure that non-occupational education information will not be included and thus, time wasted. . .

The time schedule for conducting the needs assessment is critical. Information should be obtained first from former students and employers. An analysis of this data will allow for more specific direction in surveying the in-house members of the needs assessment process, i.e. counselors, administrators etc. Once information is obtained from employers, more specific and leading questions can be directed to the community to stimulate their interest in programs which seem to have the greatest employment demand.

DISCUSSION AND RECOMMENDATIONS

The following are observations and recommendations of the task force that conducted the field test in the San Diego Community College District.

1. The community college lacks identity both as a tax-supported tuition-free institution and as an institution providing occupational education training. Business and industry, as well as the community at large, have an overwhelming image of the community college as a liberal arts institution. This image is so pervasive it can create a problem for occupational education graduates seeking employment.

2. The community college must increase its activities in the area of public relations. More attention must be given to soliciting free publicity from the various media. This provides the community with much needed information about programs being offered at the community college. Community college counselors lack vocational information essential to entering occupational education students.

3. In fact, the counseling function may be viewed as critical in regards to providing communication between the realities of the job and the aspirations of the students. Community colleges should seriously consider investing in a (vocational guidance specialist) who can bridge the gap between industry and the various training programs. The college seems reluctant or incapable of dealing with large numbers of potential students in a short period of time.

4. This long turn around time (the time it takes to turn an interested potential student into a matriculated student) results in loss of enrollment. Worse, in many cases the students being lost are exactly the kinds of students who might profit most from community college occupational education experiences.

5. Attention must be given to providing top notch placement services to occupational education graduates. Occupational education students seek an education so that they might become employed. If employment services are not provided, private schools will continue to drain college enrollments.

6. Occupational instructors must receive periodic retraining to keep abreast of ever-changing skill requirements by industry.

7. More emphasis must be placed upon making entering students aware of the actual needs of employers. Students should be discouraged wherever possible from embarking on programs which have, at best, limited employment opportunities as their outcome.

8. The community college should move toward providing employers with a graduate who possesses basic entry level skills for the basic entry level occupations. While the more highly skilled and technical jobs may appear to offer more prestige, there exists currently a need for manpower possessing basic entry level skills in areas like welding, office occupations (clerical), food services, machinist etc. These programs will not necessarily take two years of training and should be set up on an open entry-open exit basis. Employers are not impressed with grades or units. They need people who can do the job.

In relation to employment demands, the community college which lacks an ongoing needs assessment process is flying by the seat of its pants. Schools with an enrollment of 5,000 or more should set aside at least $20,000 so that full time needs assessment can become an ongoing process.

Needs assessment offers colleges an effective vehicle for maintaining consonance between Community College Occupation Education programs and the labor market. The needs assessment process also guarantees accountability by measuring the amount of "gap" (need) closure that occurs.

Needs assessment is essential for determining goals and objectives and is the basis for effective management planning.

APPENDIX A

Appendix A contains a copy of each questionnaire that was used in the San Diego Community College District field test of the Needs Assessment Model.

Please indicate below the number of persons you are currently attempting to hire. (Indicate only those job positions that require a specific occupational skill, but require less than four years of college training)

Job Title	Skills Required in Order of Importance	Other Requirements (Age, Size, Sex, Strength, Etc.)	Number of Current Openings

1. What is your present total number of employees?

1973 (Present Number)

Please Return to:

Dr. Otto A. Heinkel
Director of Research
San Diego Community Colleges
835 Twelfth Avenue
San Diego, California 92101

2. Please indicate your past and future number of employees?

Past Number	
1971	1972

Future Number	
1974 (Estimate)	1975 (Estimate)

3. Please indicate the type(s) of training program(s) you would like to see instituted in the community colleges to create the kind of skilled manpower pool your organization requires.

DESCRIPTIVE INFORMATION

Name of firm _____

President/Owner _____

Address _____

_____

Telephone Number _____ Your Name _____

Title _____

FORMER STUDENTS

Needs Assessment

1. Date you last attended the San Diego Community Colleges _____

2. In what specific program were you enrolled? _____

3. Are you continuing your education? Yes___ No___
   If YES, what is the name of the school you are attending? _____
   _____

4. Are you employed full time? Yes___ No___
   If YES, are you employed in the type of job for which you trained?
   Yes___ No___

5. If not employed full time, what do you consider your chances of finding the type of job for which you trained? Good__ Bad__ Do not know__

6. (Employed or not) do you feel your training adequately prepared you for a job? Yes___ No___

7. List up to five of the most important skills you learned in your training

8. What additional skills should you have been taught?

9. What skills (if any) should or could be eliminated from the training program?

10. What additional training would you like to receive at one of the San Diego Community Colleges? _____
    _____

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Veteran discharged after 1965? Yes___ No___

Age: 16-17___ 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname	___(1)
Other White (Caucasion)	___(2)
Black, Negro or Afro-American	___(3)
Chinese, Japanese, or Korean	___(4)
North American Indian	___(5)
Filipino	___(6)
Other	___(7)

Return to:

CURRENT COMMUNITY COLLEGE STUDENTS

Needs Assessment

1. What is your current program emphasis? Vocational__ Non-Vocational__

2. What is your major program of study? _____

3. Do you plan to continue your education next semester? yes___ no___

4. If YES, what is the name of the school/college you plan to attend?
_____

5. If you are not planning to continue your education, what are your plans?
Full-time employment___ Other (specify)_____

6. What do you feel your chances are of getting a job in the area of your major?
Good___ Bad___ Do not know___

7. Do you feel your community college training is preparing you adequately for a job? yes___ no___

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Veteran discharged after 1965? yes___ no___

Age: 16-17 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Mexican-American) ___(1)
Other White (Caucasion) ___(2)
Black, Negro or Afro-American ___(3)
Chinese, Japanese, or Korean ___(4)
North American Indian ___(5)
Filipino ___(6)
Other ___(7)

Return to:

ADMINISTRATORS

Needs Assessment

1. List five vocational/technical occupations (within San Diego County) that currently have the greatest number of job openings.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. For the above five (5) occupations do you feel:

   (a) We are not training enough students to fill existing jobs.
   (b) We are training enough students to fill existing jobs.
   (c) We are training too many students.

   Occupation 1___ Occupation 2___ Occupation 3___

   Occupation 4___ Occupation 5___

3. What programs currently offered in your school prepare students for jobs in the five (5) occupations you listed above?

   Occupation 1. _____

   Occupation 2. _____

   Occupation 3. _____

   Occupation 4. _____

   Occupation 5. _____

Return to:

COUNSELORS

Needs Assessment

1. List five vocational/technical occupations (within San Diego County) that currently have the greatest number of job openings.

Occupation #1. _____

Occupation #2. _____

Occupation #3. _____

Occupation #4. _____

Occupation #5. _____

2. For the above five (5) occupations do you feel:

(a) We are not training enough students to fill existing jobs.
(b) We are training enough students to fill existing jobs.
(c) We are training too many students.

Occupation #1___ Occupation #2___ Occupation #3___

Occupation #4___ Occupation #5___

3. What programs currently offered in your school prepare students for jobs in the five (5) occupations you listed above?

Occupation #1. _____

Occupation #2. _____

Occupation #3. _____

Occupation #4. _____

Occupation #5. _____

Return to:

INSTRUCTORS

Needs Assessment

1. In which of the following classifications are the courses that you teach?

___ Agriculture
___ Business and Office Occupations
___ Consumer and Homemaking Education
___ Health Service
___ Technical/Industrial

2. What courses are you currently teaching?

3. Your courses provide students with job skills. In regard to current job openings for students who possess these skills are there

___ More jobs than students being prepared?
___ More students being prepared than jobs?
___ A good balance between students and jobs?

4. List up to 5 of the most important skills that you teach your students.

5. What skills should be added to the program?

6. What skills should be eliminated from the program?

Return to:

Location of your current
teaching assignment (campus)

_____

COMMUNITY NEEDS ASSESSMENT

1. Are you employed full time? yes___ no___
   If YES, what do you do? _____

2. (Employed or not employed) What job or work would you like to do?
   _____
   Are there jobs available for the above choice? yes___ no___

3. If a job training program in your area of interest were offered tuition free at the San Diego Community Colleges, would you like to enroll? yes___ no___

4. When would you be able to attend classes?
   anytime___ day (8-5)___ evening (5-10)___ Saturdays___

5. The following would make it difficult for me to take classes.
   transportation__ baby sitter__ language__ money__
   other (specify)_____

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Age: 16-17___ 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Mexican-American)	___(1)
Other White (Caucasion)	___(2)
Black, Negro or Afro-American	___(3)
Chinese, Japanese, or Korean	___(4)
North American Indian	___(5)
Filipino	___(6)
Other	___(7)

Return to:

APPENDIX B

Following is a list of the employers that were surveyed in the San Diego Needs Assessment test.

DUPACO INC.

TOWNE KING

COURTNEY BEAULIEU

ROSICRUCIAN FELLOWSHIP

JOFFROY BROKERS

DEVELOPINC AND MARKETING INTERNATIONAL

EDUCATIONAL MARKETING AND RESEARCH

JAYCRAFT CORP.

CHEM TRONICS

ALAN JOHN MANUFACTURING

AMIGOS INDUSTRIES

CALIFORNIA FUTURE HOMES

STARDUST ENTERPRISES

HALLCRAFT INDUSTRIES

S.D.Q AND R SIGNS

STILKO PRODUCTS

JOHNSON PACKING

AABCO INC.

H.A. LA VEZZI CO.

MAGNETIC DEVICES

KAHL SCIENTIFIC INSTRUMENT

CONROCK

AMERICAN AGAR CHEMICAL

AEROSPACE TECHNIQUES

GAMMA SCIENTIFIC

EK MACHINE AND STEEL

WEBB PUMP AND SUPPLY

KENTON EQUIPMENT CO.

EW EQUIPMENT CO.

AUTO PARTS SUPPLY

SAN DIEGO FLYING SERVICE

RAM ENTERPRISES

COURTESY PRODUCTS

PARSONS G.S. CO.

NATIONAL PUMP

STOKES RODNEY CO.

GOULD HARDWARE MACHINERY

ARMOUR OIL CO.

HOLMER CO.

CERTIFIED AIR CONDITIONING

SERVOMATIC DUCHESS

COLONNELLI DISTRIBUTING

OCEAN GARDEN PRODUCTS

CUYAMACA MEAT CO.

GOULD DRAPERIES

AMERICAN TRAVEL

AMERICAN HOTEL-MOTEL HOSPITAL LINEN SUPPLY

PEPPER OIL CO.

GROFF IMPORTERS

LYON OZZIES MUSIC

NELSON PHOTO SUPPLIES

CONTACT SAN DIEGO INC.

CREST MOTORS

PARK OLSON LUMBER

BENNETS SALES SERVICE

HARRINGTONS OF SAN DIEGO

EL CORTEZ FASHION QUARTERS

LKG INC.

IRVIN KAHN ORGANIZATION

LEATHER BY GRANT

STANLEY ANDREWS SPORT GOODS

TOWN SHOPS

MISSION MOBILE HOMES

UNITED STATES NATIONAL BANK

ASHLEY, BRADY AND CERIGLIA

KETTENBURG U.S. GRANT TRAVEL

WILFORD RALPH S. CO.

SQUIRE OF CALIFORNIA

FSD CO.

COAST ELECTRIC

MARINE ELECTRIC

ARNHART ELECTRIC WORKS

DAVE MARTIN SUPPLIES

POPLAR SUPPLY

FARLEY BRUCE CO.

BELLS ES INC.

SCRAP METALS

J.D. DODD INC.

BELVEDERE FURNITURE CO.

SAN DIEGO HARDWARE

ESAU SUPPLY CO.

PINE TREE LODGE

ESCONDIDO LUMBER CO.

ROCK GAS SERVICE

TOWN STORES OF CALIFORNIA

WORTHS, EL CAJON BOULEVARD

MERCANTILE INC.

RAFFEE CARPETS OF SAN DIEGO

GOODRICH ON MAIN INC.

ANCHOR MERCHANDISE CO.

ADMIRAL EXCHANGE CO.

GOSSETT FORD

WEST COAST SPORTS IMPORTS

SURFSIDE DATSUN INC.

JON DURINGER CHEVROLET

McCLELLEN BUICK INC.

WESTCOTT MOTORS

ECONOMY CAR CENTER

CONWAY MOTORS

LA JOLLA MOTOR CO.

HARLOFF CHEVROLET INC.

MARCH MOTORS INC.

TRUMAN MOTORS

VILLAGE CHEVROLET

EUREKA ENTERPRISES

DICK BROTHERS EXCAVATING

COLE MOVING STORAGE CO.

AVCO COMMUNITY DEVELOPERS

AMERICAN HOUSING GUILD

GOLDEN CONSTRUCTION CO

DAGGET CONSTRUCTION CO.

LOUETTO CONSTRUCTION INC.

LUSARDI CONSTRUCTION CO.

HAEHN S.L. INC.

STANFIELD H.W. CONSTRUCTION CO.

STRUCTURAL FRAMING INC.

JAMES HARDER INC.

CONEEN CONSTRUCTION CORP.

McKELLAR WYER INC.

RIHA CONSTRUCTION CO.

FINAL CONSTRUCTION CO.

AQUAPPLIANCES INC.

PIEDMONT CONSTRUCTION

WHITING MEAD CONSTRUCTION

STRONG CONSTRUCTION CO.

BILT-WEL CONSTRUCTION

WILL ROGERS CONSTRUCTION

HUBBARD CONSTRUCTION

FULLER GENE INC.

CLANCY ALVIN CONSTRUCTION CO.

RAY L. HUFFMAN CONSTRUCTION

WALTER H. BARBER

EDWIN V. HARRIS CONSTRUCTION

CHAMAC INC.

H AND H CONTRACTORS

G. L. CORY INC.

INDUSTRIAL SUPPLY CO. OF SAN DIEGO

RE HAZARD JR. INC.

SCOTT ROOFING

QUALITY ROOFING INC.

BROWN ROOFING CO.

MARTIN ROOFING CO.

EINER BROS. INC.

EBCO STEEL

HACKETT INTERIOR SYSTEMS

ANTELLINE FRED F. INC.

SIMPSON & HORTON

SIMMONS CONSTRUCTION

STRUM MERLE ASSOC. INC.

TRAVELODGE MOBILE HOMES

JOHN HANSEN CONSTRUCTION

SOUTH WEST LDSCP CONSTRUCTION

S.D. AIR CRAFT ENGINE

STEFANIDES SEVEN SEAS LOCKER CLUB

KENNEDY FIRESTONE

LLOYD PEST CONTROL

INFANT DIAPER SERVICE

INTER HEALTH

SAN DIEGO ALARM

WOODWARD GIZIENSHI ASSOC.

CRAIG, BULTHIS, NATHOMB

MOTOR MACHINE

CARLER

GLENN ENG. DEVE. CO.

ENNIS STEEL

COMMUNICATION

COOK BUILDING MAINTENANCE

U.S. GRANT HOTEL

HOTEL DEL CORONADO

BRAEMAN DEVELOPMENT

GOLDEN MEADOWS

CUYAMACA MANAGEMENT

VACATION VILLAGE

FROZIN ICE CREAM

ROYAL INNS

CIRCLE R RANCH

CIRCLE L INVESTMENT

SHERATON SAN DIEGO

WALTER BRODERICK

PEPPER INDS.

HOMER HELLER

CARDOC

CHULA VISTA GROUP PROPERTIES

SCRIPPS CLINIC

EL CAJON CAR WASH

LUTHERAN ASSN.

CHILDREN'S HOSPITAL HEALTH CENTER

PHILLIPS RAMSEY

TUESDAY PRODUCTIONS

MISSION VAN STORAGE

JOHN HANSEN HOUSE MOVING

EDCO DISPOSAL

VALLEY MUNICIPAL WATER DIST.

ESCONDIDO DISPOSAL

GULF ENERGY ENVIRONMENTAL SYSTEMS

FRANK HOPE ASSOC.

MAURICIA SONS

IMPERIAL CORP. OF AMERICA

U.S. FINANCIAL

PALOMAR FINANCIAL

HOME FEDERAL SAVINGS & LOAN

SOUTHERN CALIFORNAI FIRST NATIONAL

SILVERGATE SAVINGS AND LOAN

PALOMAR TRACTOR

ROCKY HOME DAIRY

HOLLANDIA DAIRY

HENRY AVOCADO

SPENCER CATHERINE VAN WART

JAMUL EGG RANCH

HENNY PENNY

S.D. COOP POUTRY ASSOC.

AUSTIN COULDER ELLIOTT

BUTLERS MILL

ESCONDIDO VALLEY POULTRY

IMPERIAL HER T CORP.

NIDENS HILLSIDE FLORAL

PRESIDIO NURSERY

GREEN THUMB NURSERIES

WOLFGANG KOCHER

GALLERY FLORIST

THORTONS FLOWER GROWERS

S.D. UNIFIED PORT DIST.

INTERNATIONAL MOVERS

ALLSTATE VAN STORAGE

CAMALL TRUCKING

PALOMAR TRUCK

LA SALL TRUCKING

AZTEC AIR FREIGHT

AIR SUPPORT FACILITIES

BREISE JOHNSTON FLYING

JIMSAIR AVIATION SER.

GIBBS FLYING SERVICE

EL CAJON FLYING SERVICE

HARDINGS FREIGHT SERVICE

TRIANGLE TRANSFER STORAGE

S.D. YELLOW CABS

S.D. TRANSIT SYSTEM

WILLINGHAM BUS LINES

GOODALL CHARTER BUS

PAULS LINE

CROWNAIR CHARTER

PACIFIC SOUTHWEST AIRMOTIVE

KDEO

EL CAJON PUBLISHING CO.

STAR NEWS PUBLISHING CO.

COPLEY PRESS

MARKETING CORP. OF AMERICA

SAN DIEGO MAGAZINE PUBLISHERS

HARTLAND ENTERPRISES

LAPIDARY JOURNAL

SOUTH BAY PRESS

MISSION CABLE TV

WESTERN TELECASTERS

RADIO KSON

BAY CITY TELEVISION

HERMSEN, INC.

DELP PLASTERING

WESTERN TILE CO.

JACK FILES CONSTRUCTION CO.

JACKSON SUPPLY

PITNER ZINER INC.

PAR LATHING CO.

A TONE PAINTING DECORATING

SOUTHERN PAINT CO.

ABC PAVING CO.

TONE BUILDERS

DAVIES ELECTRIC CO.

BRADY E F CO.

LA RUSSA SONS INC.

L AND T ENTERPRISES

TED WHITT PLUMBING

NALCO PLUMBING AND HEATING

BALBOA PLUMBING

ASTRA FLOORING

THOMAS HR CONSTRUCTION

ALLIANCE AIR CONDITIONING

HOUSE SUPPLY

SINGLETIN L.E. INC.

LONG MARKET AND HOWLEY CONSTRUCTION

RE HAZARD CONTRACTING

R. W. SMITH CO.

ESCONDIDO SAND AND GRAVEL

ESCONDIDO READY MIX CO.

MODERN BUILDERS SUPPLY CO., INC.

FORSYTH BROTHERS INC.

TIPTON OLDSMOBILE CO.

JOHN HINE PONTIAC

MAZDA OF EL CAJON

EUROPA AUTO IMPORTS INC.

PEARSON FORD

TERRY ALLEN AUTOS INC.

SOUTH BAY CHEVROLET CO.

BOBS INTERNATIONAL INC.

VINCI INVESTMENT CO.

CAMPERLAND INC.

LBK INTERNATIONAL

ACME WAREHOUSING CO.

LUTZ TIRE SUPPLY CO.

SAN DIEGO OFFICE SUPPLY AND EQUIPMENT

BAILEY DAWSON OFFICE SUPPLY

PAUL RICHER ASSOC.

THE BODY SHOP

SAN DIEGO GLASS AND PAINT CO.

MITCHELL GLASS AND PAINT CO.

SHIRTALES INC.

TROPIC ICE CREAM CO., SAN DIEGO

CASON ENTERPRISES INC.

LEBERIS AND BLAKE

A A STAITE INC.

PIE PIPER

CLAIREMONT MEDICAL PHARMACY

LEROYS HOUSE OF NUTRITION

NELSONS MARKET INC.

HJL CORP.

OLDIES GOODIES INC.

CARLS DRIVE IN

SOROYALES INVESTMENT INC.

ASPEN MINE CO.

TOP SHELF INC.

COPPER PENNY

WESTERN STEAK HOUSE

BERG CORP.

TEN DOWNING STREET, INC.

STADTMILLER A A CATERING INC.

HOUSE OF PANCAKES

KOZAK, HENRY W.

SIR GEORGES SMORGASBOARD

JOEYS COFFEE SHOP

VAGABOND COFFEE SHOP

FIRST EDITION

WRANGLER BARBEQUE PIT

PEPPER TREE FAMILY RESTAURANT

AMERICAN COVERALL SUPPLY

LAWSON'S JEWELERS

WALKER SCOTT CORP.

SAN DIEGO SHOE CORP.

ELMS INC.

JOHN EDWARDS, INC.

BISHOPS

MARSI'S INC.

HAFTER-HEILBRON INC.

CALIM CORP.

DYTRON DEVELOPMENT CO.

HILTON CLEANERS INC.

YARDAGE CITY OF SAN DIEGO

AZTEC BOWLING, INC.

CLASSIC CLEANERS CORP.

KRASNER HAROLD SERVICE

GAS STOP INC.

RIVER VALLEY GOLF COURSE

SUNSET SAN CARLOS GOLF COURSE

CARTON OAKS COUNTRY CLUB

GOLDEN DOOR

PERKINS BROS.

LA AVENIDA CAFE

JANSEN'S SMORGASBOARD INC.

KBK INC.

SUNLAND FURNITURE CORP.

ABC PLUMBING HEATING

SCHMID INSULATION CONTRACTORS

CUSTOM MASONARY

VAN LONDERSELE SON INC.

QUALITY MASONARY INC.

WALLACE MASONARY

ETCHINGS MASONARY INC.

CASTILLO SON INC.

HANSEN CONTRACTING

NELSON CONSTRUCTION

HACHETT CEILING LIGHTING INC.

BAKER ELECTRIC

GORHAM MEL INC.

SCHWARZ ELECTRIC

AMERICAN ELECTRIC CONTRACTING

SIEGAL ELECTRIC CO.

UNIVERSAL ELECTRIC

GENERAL PRODUCTIONS CO.

CALIFORNIA ELECTRIC WORKS

OLIVER ELECTRIC

HAMILTON DOLE ELECTRIC

PENICK TB & SONS INC.

M'S DRYWALL CO.

SIM J. HARRIS CO.

BENAL CONCRETE CONST.

CAL MICTOTECH

FORMULABS INDUSTRIAL

CUSTOM SWAG ORNA IRON WORK

PATHWAY BELLOWS

APEX SUPPLY CO.

DUPLICATE PARTS

HUMPHREY, INC.

MACHINE INDUSTRIES

RING MFG.

EHNICKE SHEET METAL WORKS

A-1 PLASTICS

VALLEY METAL WORKS

WESTERN STATES CAST STONE

MAHLER ENGINEERING MFG.

AMERICAN TOOL ENGINEERING

SATURN MACHINE INDS.

BELL MILLING

BARRELL SERVICE ENGINEERING

RELIABLE TOOL MANUFACTURER

WELDMAN MFG.

SANTEE COUNTY WATER DIST.

NAUTLIS VENTURE

SOUTH BAY FOUNDRY

NASLAND ENGINEERING

VALIFITY

GOLFCRAFT

FLUTEWOOD PACIFIC

POWAY INC.

HARRIS MFG.

TALIAFERRO MFG.

P AND M FASHIONS

EL JO STYLES

FRYE SMITH LTD.

CLARK AND DULL ENTERPRISES

VANIER GRAPHICS

MITCHELL GLENN OLISON ESTIMATES

SCRIPPS NEWSPAPER

HARBOR BLUEPRINT

HAWTHORN MACHINERY

HEARNE T P CO.

NUTTAL STYRIS

LIVESAY MFG.

NORTH SAILS

NATIONAL STEEL SHIPBUILDING

DYNAIR ELECTRONICS

NATIONAL FLOOR PRODUCTS

VITRAMON CALIFORNIA

ARCHITECTURAL ENGINEERING

DALEY CORP.

WICKLINE BEDDING

MATERIAL SYSTEMS

S.D. PRESTRESSES CONCRETE

DOCO INDUSTRIES

PACIFIC MICRONETICS

UNIVERSITY CASEWORK SYSTEMS

UNIVERSAL POOLS

BROWNING SPRINKLER

HELIX RESEARCH ASSOC.

IVAC CORP.

VICOR

PALOMAR PLATING

PALOMAR ELECTRONICS

TRANETICS

FUJ/DATA

S.D.G. AND E.

TRIPLETT ELECTRICAL INSTR.

CONTINENTAL CONTROL

MATERIAL INSTRUMENTS AND TECHNOLOGY

ECTRON CORP.

TRI-WAY MATERIALS

TRIPP FURNISHING

PRE MIXED CONCRETE

WESTERN METALS IND.

LANGLEY CORP.

CAPACITON SPECIALISTS

ELGAR ELECTRONICS

UNIVERSITY INDS.

CHARRO FOODS

ESCONDIDO FROZEN FOODS

STEWART SANDWICHES

WESTERN SCOT CO.

SMITH LEWIS MFG.

HUBBARD CASKET

DWYER FURNITURE MFG.

HART GEORGE

D AND G CABINETS

RALPH LONG AND SONS

MOORSTEEN MANUFACTURING

GM VW ENTERPRISES

HANCOCK FURNITURE

S.D. SPRING CO.

TAYLOR CARPETS

U.S. GENERAL VACUUM CORP.

E AND L INDUSTRIES

SPIN SPHYSICS

LESLIE MFG.

POWAY LUMBER AND HARDWARE

SOUTHWEST ONYX MARBLE

COMMERCIAL SHOWCASE AND FIX

PREVOST SMITH CO.

S.D. DIVERS SUPPLY

GORDON SMITH

GORDON PLASTICS

SUN PROTECTIVE INTERNATIONAL

MAXWELL LABORATORIES

RUMMTILE AND MARBLE

KNORR BEESWAX PRODUCTS

COAST PACKING MATERIAL

CIRCLE MASTER

NON-LINEAR SYSTEMS

WEBB TEXTILES

PULSE ENGINEERING OF NEVADA

SPECTRAL DYNAMICS

CARLS INC.

CIPHER DATA PRODUCTS

BEBCO BODIES

BIOLOGICAL ASSOC.

INTEROCEAN SYSTEMS

BUCK KNIVES

CALBIOCHEM

BENNET AND RICHARDSON

WRIGHT PACKING

SNOWFLAKE BAKERY

TOWN TALK BAKERY

SEVEN UP BOTTLING

PEPSI COLA BOTTLING

HIRES DR. PEPPER BOTTLING

WESTGATE CALIFORNIA FOODS

LAYMON'S PIES AND PASTRIES

APPENDIX C

Appendix C contains the results of the Needs Assessment that was conducted in the San Diego Community College District.

EMPLOYER RESPONSE (2% sample)

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Accounting/Bookkeeping	Typing	6	19
	Bookkeeping	4	
	Office machine equipment	4	
	Accounting experience	2	
	Office skills	1	
	Telephone personality	1	
Applicator	No response	1	1
Assembler	Manual dexterity	1	3
	Some knowledge of mechanical/electronic technology	2	
Auto Body	Metal work	2	2
Buyer Trainee	1 yr. college business administration	1	1
Cell Collar Applicator	None	1	1
Ceramic Tile Setters	Installation knowledge		10
Coil Winder	No response		1
Chemical Milling	2 years experience		1
Cashier	Operate cash register		3
	Working with money knowledge		
Carpenters & Boat Craftsmen (10)	Apprenticeship program	4	38
	Finish work	2	
	Maintenance man	1	
	Pattern experience	1	
	Scaffolding rigger	1	

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Detailer	No response		1
Drapery Cutter	No response		2
Draftsman	Drafting knowledge A. A. Electronics or equivalent		11
Draftsman, Architectural	2 yrs. architectural experience		4
Draftsman, Design	Drafting experience	3	5
Drivers, Truck	Class A drivers license Experience in loading liquid petroleum	4 1	8
Charter	Class A license		
School Bus	Class A license Pass highway patial test		
Cab	Clean driving record		
Electronic Technicians	Repairing electronics scopes knowledge Electricians training Knowledge of radio, and all kinds of electrical equipment Repair mimerical control machine Understand digital logic Understand values on register	2	13
Meter Assemblers	Knowledge of electrical parts & functions		3
Electronic Assembler Trainees	No response		5

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Electronics (Con't)			
Utility Man	Electronic/mechanic ability		1
Sr. Assist. Engineer	Electrical engineering skills		1
Electricians	Apprenticeship	2	9
	Construction experience		
	High voltage such as radar		
Field Survey	Compile surveying apprenticeship		5
Floral Designer	Designing knowledge		1
Food Services			40
Baker	Some experience		1
Bartender	Bartender knowledge		4
Beef Boner	Meat cutting experience		2
Bus Boys	Some experience		5
Cooks	Some experience		9
Dishwasher	Health card		2
Waitress	Ability to make change	2	16
	Public relations	2	
	General math ability		
	Sales check writing		

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Harbor Police Patrol			1
House Parent	Knowledge of mental retardation		1
Ironworks	Apprenticeship		2
Janitorial	No response		3
Job Captain	5 yrs. experience in architect office		2
Job Superintendent	Construction experience		1
Laboratory Technician	4 years college	1	5
	Some electronic experience	4	
Laborers	Good physical condition		5
	Manual dexterity		
Fish Cleaners	No response		3-4
Laundry Worker	No response		2
Loftsman	2 years experience in marine industry		3
Lumber Carrier Operator	Drivers license		1
	Operate equipment		
Machinist	Ability to set up and operate	6	31
	Journeyman	6	
	Read blueprints	2	
	Follow shop orders	1	
	O. D. Grinder ability		
	Profilers		
	Use basic machine tools		

Job Openings	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Machinist (Con't)			
Machinist, Electronic	Dynamic balancing Metal spraying Repair & make replacement parts		1
Machinist, Auto	Hard set grinder experience Machine shop ability Micrometer reading ability		2-3
Machine Operator, Power	Production line operation		1
Machine Operator,	Carpet lifting on the job		1
Mail Clerk	Filing Knowing mail rates		1
Managerial	College degree		3
Material Handling	No response	-	2-3
Mechanics	Knowledge of auto mechanics Mechanical knowledge Some trade ability	4	23
Diesel Mechanic	Marine diesel experience		1
Front End Brakeman	No response		1
Line Mechanic	No response		5
Motor Mechanic	No response		1
Lappers, Grinders, Assemblers, Technicians	No response		15

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Mechanics (Con't)			
Motor Winder	Rewind motors		3
Nursing- Registered/ LVN	California license		4
Operating Engineers	No response		2
Packer	No response		1
Pacts Man	Drivers license		1
Plasterers/Lathers	Apprenticeship		3
" Tender	No response		1
Plumbers	Apprenticeship Drafting Layouts Mechanics		3
Estimator	10 years experience		1
Printer Pressman	Offset printing		1
Processors, Garment	Pride in pressing		6
Quality Control Planning & Manager	Trained through the ranks		2
Radiology Technician	National and state registration		5

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Roofers	Apprenticeship		4
Route Man	Keep books and handle money		1
Sales	Sales ability	4	55
	Good communication ability	2	
	Knowledge of product	1	
Salesmen, Secruities	No response		No set #
Auto Sales	No response		5
Real Estate	License required		3
Scuba Diving Instructor	National Association Standards		1
Secretary/Clerical	Typing	33	72
	Shorthand	16	
	Receptionist skills	10	
	Customer relations	7	
	Bookkeeping	6	
	Office Machines	5	
	Filing	3	
	Billing knowledge	2	
	Transcription	1	
	Knowledge of office practice	2	
	Medical terminology	2	
	Scheduling jobs	2	
	Switchboard knowledge	2	
	Two years experience	2	
	Finance	1	
	Knowledge of letters, forms, etc.	1	
	Office machines	1	
Purchasing Assistant	1-2 yrs experience in administration, stenography, and typing	1	

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Security Guard	No response		1
Sewing Machine Operator	No response		9 + continous Hirir
Sheet Metal	Apprenticeship		1
Sheet Metal Fitters	Shipyard experience Heating and Air conditioning		8
Shop Man	Stock & maintenance		1
Shop Man (Layout)	Blue print reading Communications abilities		4
Social Worker	Pediatrics field		1
Solders (Electronic)	Soldering experience		8
System Analyst	Cobal system Payroll knowledge		2
Tapers	No response		2
Teachers	Music teacher (1) Jet Pilot (1)		3
Technical Editor	No response		3
Tellers	Money handling ability Public relations		16
Tile Setters	Apprenticeship		10

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Roofers	Apprenticeship		4
Route Man	Keep books and handle money		1
Sales	Sales ability	4	55
	Good communication ability	2	
	Knowledge of product	1	
Salesmen, Secruities	No response		No set #
Auto Sales	No response		5
Real Estate	License required		3
Scuba Diving Instructor	National Association Standards		1
Secretary/Clerical	Typing	33	72
	Shorthand	16	
	Receptionist skills	10	
	Customer relations	7	
	Bookkeeping	6	
	Office Machines	5	
	Filing	3	
	Billing knowledge	2	
	Transcription	1	
	Knowledge of office practice	2	
	Medical terminology	2	
	Scheduling jobs	2	
	Switchboard knowledge	2	
	Two years experience	2	
	Finance	1	
	Knowledge of letters, forms, etc.	1	
	Office machines	1	
Purchasing Assistant	1-2 yrs experience in administration, stenography, and typing	1	

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Security Guard	No response		1
Sewing Machine Operator	No response		9 + continous Hirir
Sheet Metal	Apprenticeship		1
Sheet Metal Fitters	Shipyard experience Heating and Air conditioning		8
Shop Man	Stock & maintenance		1
Shop Man (Layout)	Blue print reading Communications abilities		4
Social Worker	Pediatrics field		1
Solders (Electronic)	Soldering experience		8
System Analyst	Cobal system Payroll knowledge		2
Tapers	No response		2
Teachers	Music teacher (1) Jet Pilot (1)		3
Technical Editor	No response		3
Tellers	Money handling ability Public relations		16
Tile Setters	Apprenticeship		10

Job Title	Skills Employers Require	Number of Employers Requiring that Skill	Current Job Openings
Underground Construction	No response		2
Warehouse Workers	No response		2
Welders	Welding knowledge		77
Woodworkers	Through union		5

COMMUNITY RESPONSE

Job Title	Number Desiring That Job
Acting	2
Accounting/Bookkeeping	24
Advertising	1
Aerospace	1
Air Conditioning	1
Airline Stewardess	2
Anything	8
Art Work	
Commercial Artist	3
Ceramics	1
Graphic Arts	1
Auto Business	2
Astronomy	1
Band	1
Banking/Bank Teller	5
Beautician	13
Biology Lab Work	3
Blue Line Operator	1
Botanist	1
Cashier	4
Checker	1
Child Care & Development	14
Civil Service	1
Community Work	1
Construction Workers	6
Craftsman	1
Data Processing/Computer	16
Dental Assisting	9
Development Work	1
Dispatcher	1

Job Title	Number Desiring That Job
Doctor	1
Drafting	5
Dress Designing	7
Driver	7
Dry Wall Applicator	1
Economics	1
Electronics	8
Electrician	7
Electronic Assembly	2
Engineering	2
Estate Planning	1
Factory Work	3
Farming	2
Florist	2
Food Services	
Baker	2
Bus Boy	1
Cooks	5
Hostess (Restaurant)	3
Kitchen Helper	2
Waitress	2
Forestry	3
Genealogy	1
Government Work	3
Grocery	2
Home Economics	1
Homemaking	2
Hospital Aide	5
Hotel/Motel Management	4
Hydraulics	1

Job Title	Number Desiring That Job
Insurance Adjustor	1
Interior Decorator	10
Janitor	3
Journalism	2
Key Punch Operator	4
Laboratory Technician	4
Language	1
Laundry Work	1
Law	5
Librarian	3
Machinist	4
Maid	2
Management Field	
Business	8
Business Consultant	1
Business Administrator	4
Business Manager	3
Economics, Finance	1
Manager	3
Manager, Project	1
Manufacturing Manager	1
Office Manager	1
Store Manager	1
Supervision	11
T V Station Manager	1
Mason	1
Marketing	2
Meat Packing	1
Mechanics	38
Mechanics, Motorcycles	1

Job Title	Number Desiring That Job
Medical Assisting/Medical Field	16
Meterology	1
Model	1
Mortician	1
Motor Repair, Outboard	1
Music	4
Nursery, Landscaping	4
Nursing Field	56
Nutrition	1
Oceanography	1
Office Machine Repair	1
Pharmacist	1
Philosopher	1
Physical Therapy	6
Pilot	3
Planner	1
Plumber	1
Police	2
Politics	2
Printer	1
Proof Reader	1
Psychology Field	10
Public Relations	1
Purchasing	1
Quality Control	1
Radio Announcer	1
Reading	1
Real Estate	1
Recreation Field	1
Red Cross	1
Refrigeration	3

Job Title	Number Desiring That Job
Rehabilitation	1
Repair Work	2
Research Field	4
Roofing	1
Sales	13
Secretary/Clerical	
Clerical	14
Court Reporter	2
Escrow	4
Office Work	21
Secretary	48
Secretary, Legal	2
Secretary, Medical	5
Receptionist	8
Telephone operators	4
Sewing	5
Singer	1
Social Service	7
Tax Work	1
Teaching Aid	3
Teaching Field	64
Ticket Agent	2
Tooling	1
Travel Agent	1
Treasurer/Mathamatician	1
TV Media	1
Upholstery Worker	1
Veternarian	8
Volunteer Work	1
Welder	4
Writer	3
Woodcarving	1
X Ray Technician	1

Comparisons Between the Top Ten Occupation Areas Identified by Employers and Community

EMPLOYER (2% sample)		COMMUNITY	
Job Title	Number of Openings	Job Title	No. Desiring That Job
Welders	77	Secretary/Clerical	83
Secretary/Clerical	72	Teaching Field	64
Sales Occupations	55	Nursing Field	56
Food Service Occ.	40	Mechanics	38
Carpenters	38	Accounting/Bookkeeping	24
Machinist	31	Medical Assisting/ Medical Field	16
Mechanics	23	Data Processing/ Computer Occ.	16
Accounting/Bookkeeping	19	Child Care & Development	14
Waitresses	16	Beauticians	13
Tellers	16	Sales	13

COMMUNITY COLLEGE ADMINISTRATORS

Jobs Thought to be in Demand by Employers	Number of Administrators Mentioning that Job	Is There a Favorable Balance Between Students and Jobs?	
		Yes	No
Amusement & Recreation	1	1	0
Auto Body	2	2	0
Auto Mechanic	10	10	0
Bookkeeping	2	2	0
Business Management	1	1	0
Business Service	1	1	0
Cable TV	1	1	0
Computer Operator	1	1	0
Construction	4	4	0
Custodial	2	2	0
Domestic	2	2	0
Electronics Assembly	4	4	0
Food Service	5	5	0
Gardening	1	1	0
Health Service	1	1	0
Heavy Equipment Operator	1	1	0
Hotel Management	1	1	0

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Tellers	16	Sales	13

COMMUNITY COLLEGE ADMINISTRATORS

Jobs Thought to be in Demand by Employers	Number of Administrators Mentioning that Job	Is There a Favorable Balance Between Students and Jobs?	
		Yes	No
Amusement & Recreation	1	1	0
Auto Body	2	2	0
Auto Mechanic	10	10	0
Bookkeeping	2	2	0
Business Management	1	1	0
Business Service	1	1	0
Cable TV	1	1	0
Computer Operator	1	1	0
Construction	4	4	0
Custodial	2	2	0
Domestic	2	2	0
Electronics Assembly	4	4	0
Food Service	5	5	0
Gardening	1	1	0
Health Service	1	1	0
Heavy Equipment Operator	1	1	0
Hotel Management	1	1	0

COMMUNITY COLLEGE ADMINISTRATORS

Jobs Thought to be in Demand by Employers	Number of Administrators Mentioning that Job	Is There a Favorable Balance Between Students and Jobs?	
		Yes	No
Laundry	2	1	1
Mobil Home Repair	1	1	0
Motor Cycle Mechanic	1	1	0
Motor Cycle	1	1	0
Office Occupations	9	8	1
Para Medical	2	2	0
Power Sewing	3	2	1
Sales	4	4	0
Sheet Metal	1	1	0
Ship Fitting	1	1	0
Welding	9	9	0

COMMUNITY COLLEGE COUNSELORS

Jobs Thought to be in Demand by Employers	Number of Counselors Mentioning that Job	Is There a Favorable Balance Between Students and Jobs?	
		Yes	No
Appliance and Refrigeration	2	1	1
Auto Body	2	2	0
Auto Mechanic	8	8	0
Business Management	1	1	0
Domestic	1	1	0
Electronics Assembly	3	3	0
Food Services	4	4	0
Health Services	1	1	0
Mobile Home Repair	1	1	0
Office Occupations	9	9	0
Personnel	1	1	0
Plastics	1	1	0
Sales	3	3	0
Welding	5	5	0

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Accounting	Recording, summarizing financial statements.	2	2	
	Bookkeeping.	1		
	Bank reconciliation.	1		
	Depreciation.	1		
	Cash recording records.	1		
	Purchasing & sales.	1		
	D. P. systems.	1		
	Internal control.	1		
	Payroll	1		
	Decision making techniques.	1		
Air Transportation	Cooperation	2	2	
	Good employment relationships,	1		
	physically and technically.	1		
	Ability to apply complicated rules to a complicated physical enviornment.	1		
	Safety in flight operation.	1		
	Technical knowledge asscciated with general/administrative support.	1		
	Technical aviation knowledge associated with direct support employment in the Aerospace industry.	1		
	How to be an effective flight instructor.	1		
Airline Stewardess	Skills of the profession.	2		1
	Grooming	1		(N.R.-1)
	Personal growth	1		
	Knowledge of aviation	1		
	Tourist knowledge (passports, health requirements, money exchange, etc.)	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Auto Body	Welding, brazing, soldering, metal finishing, spot painting, refinishing, etc.	1	1	
Automotive	Engine fundamentals (all parts).	2	3	
	Take down motor and put together.	2		
	Safety practices.	2		
	Attitude.	2		
	Engine Machine shop.	1		
	Care & application of hand tools in auto field.	1		
	Inspection of suspension-system.	1		
	Wheel alignment.	1		
	Brake service.	1		
Business (non Secretarial/ Clerical)	Reading and understanding.	2	2	
	Problem analysis.	1		
	Reasoning and logic.	1		
	Materiality & relevancy.	1		
	Writing, speaking & listening.	1		
Business Management	Follow instructions & directions	1	1	
	Use of logic in problem solving	1		
Cabinet Making & Millwork	Basic layout	1	1	
	Safety	1		
	Eye-hand coordination	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Child Development	Working with child & parent	2	2	
	Developing techniques for child development	2		
	Basic child development principles	1		
	Nursery school operation	1		
	Nursery school teaching	1		
Commercial Art	Perspective & design	1	1	
	Layout	1		
	Media skills & production	1		
Cosmetology	Customer relations	2	5	
	Manipulative skills	3		
	Technical skills (hairstying, tinting, haircutting, etc.)	3		
	Business acumen	1		
	Shop deportment	3		
	Telephone techniques	1		
	*Skills governed by State Board			
Data Processing	Programming.	1	1	1
	Use of on-line system & equipment.	1		
	Use of logic in problem solving.	1		
	Follow instructions and directions.	1		
Dental Occupations	Care, use & preparation of dental instruments, etc.	1	1	
	Assisting doctor.	1		
	Front office assistant.	1		
	Personal oral health.	1		
	Relations with the public.	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Drafting Occupations	Blue print reading.	4	4	
	Drafting equipment skills	2		
	Sketching, lettering, & layout.	2		
	Methods of construction.	1		
	Estimating construction.	1		
	Depicting orthographic views.	1		
	Industrial dimensioning techniques.	1		
	Current drafting (industrial) mechanical, electronic, & structural.	1		
Dress Design/ Dress making	Basic sewing	1	1	
	Pattern making	1		
	Draping	1		
	Tailoring	1		
	Alterations	1		
Electronic Occupations	Use of test equipment.	3	4	
	Trouble shooting of circuits & techniques.	3		
	Safety practices.	1		
	Circuit repair.	1		
	Equipment checkout.	1		
	Fundamentals of computer language and logic.	1		
	Elementary design of transistors.	1		
	Elementary design of digital circuits.	1		
	Analytical capabilities.	1		
	Manipulative bench skills.	1		
	Understanding of A.C. circuits	1		
	Understanding of Solid State.	2		
	Logic	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Food Service Management	Management skills	3	4	
	Preparation of foods.	2		
	Knowledge of equipment	2		
	Standards of judgement to quality of foods.	1		
	Chemical actions in cooked foods.	1		
	Principles of food preparation.	1		
	Grading of foods.	1		
	Theory of ingredients & baking.	1		
	Basic pantry.	1		
	Cake decorating.	2		
	Menu Planning.	1		
	Food Purchasing.	1		
	Catering	1		
	Ice Carving	2		
Hotel/Motel Operation	Front desk operation.	1	1	
	Front office equipment operation.	1		
	Personnel relationships.	1		
	Selling services.	1		
Machine Shop	Blue Print reading.	2	2	
	Layout operation.	2		
	Basic machine operations.	2		
	Use of measuring tools.	2		
	Order of machine operations.	2		
Marine Technology	Manipulating marine implements.	1	1	
	Recording information.	1		
	Obtaining environmental data.	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs?	
			Yes	No
Marketing	Prospecting for customers.	1	1	
	Qualifying customers.	1		
	Interviewing customers.	1		
	Closing customers.	1		
Mechanics, Motorcycle	4-stroke engine - overhaul.	1	1	
	2-stroke engine - overhaul.	1		
	Electrical system analysis and repair.	1		
	Trouble shooting and repair.	1		
Medical Assisting	Assisting with exam of patient.	3	5	
	Medication administration.	2		
	Phonics and receipt of information via taping.	1		
	Sterile techniques (dressing, irrigation, etc.)	2		
	Language, (Medical)	1		
	Communication	1		
	Science of disease	1		
	Patient assessment	1		
	Observation recording	1		
	Personal care	1		
	Food service	1		
	Posture and body mechanics	1		
	Pre/post operation care	1		
	Temperature, pulse, respiration, bood pressure	1		
	Preparation of surgical equipment.	1		
	Electrocardiogram	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Nursery/Landscaping	Irrigation	1	2	
	Design	1		
	Construction	1		
	Plant identification	1		
	Estimating	1		
Nursing	Assessment skills	2	4	
	Bedside nursing skills	2		
	Nursing care plans to establish care priority.	1		
	Leadership & responsibility	1		
	Professional responsibility	1		
	Medication	1		
	Basic nursing procedures	1		
	Improve study habits	1		
Nursing-Upper Mobility (Advanced nursing)	Bedside nursing skills	1	1	
	Assessment of patient needs	1		
	Medication	1		
	Responsibility	1		
Office Occupations Secretary/Clerical	Typing	10	11	1
	Transcription	7	(N.R.-1)	
	Shorthand	5		
	Office letters and form skills.	4		
	Human relations	1		
	Reading & understanding instruction	1		
	Promptness in meeting requirements and attendance.	1		
	Accounting, establish, maintain and use of records as aids.	3		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs? Yes	No
Office Occupations (Con't) Secretary/Clerical	Filing procedures	3		
	Office machine operation	2		
	Writing skills & improvement	2		
	Problem solving	2		
	Use of reference tables & materials	2		
	Accurate transcripts	3		
	Proof reading	3		
	Duplicating	2		
	Math computation	2		
Medical Secretary/ Clerical	Medical typing	1	3	
	" shorthand	1		
	" accounting	1		
	" transcription	1		
	" Office procedures	2		
	" forms/claims	2		
	Medical Insurance policies	1		
	Billing	2		
	Relative value studies	1		
Photography	Basic camera operation	1	1	
	Basic processing procedures	1		
Radiologic technology	Radiograph processing	1	1	
	Patient positioning	1		
	Nursing procedures and ethics	1		
	X Ray production	1		
Real Estate	Computation Real Estate financing and other transactions.	1	1	
	Use of public records (tax & recorder.	1		

COMMUNITY COLLEGE INSTRUCTORS

Program or Subject Taught	Skills Taught (Priority)	Number of Instructors Indicating that Skill	Is There a Favorable Balance Between Students and Jobs?	
			Yes	No
Technical Writing	Written communication,	1	1	
	(Technical and scientific viewpoint)	1		
	Oral communication of scientific material, in other words writive.	1		
	Speaking skills plus research skills.	1		

A Comparison of Skill Emphasis as Perceived by Employers and Instructors

Employers		Instructors	
Job Title	Skills Employers Require	Program or Subject Taught	Skills Taught (Priority)
Accounting/Bookkeeping	Typing Bookkeeping Office machine equipment Accounting experience Office skills Telephone personality	Accounting	Recording, summerizing financial statements. Bookkeeping Bank reconciliation Depreciation Cash recording records Purchasing & sales D. P. systems Internal control Payroll Decision making techniques
Auto Body	Metal work	Auto Body	Welding, brazing, soldering, metal finishing, spot painting, refinishing, etc.
Automotive-Mechanics	Knowledge of auto mechanics Mechanical knowledge Some trade ability	Automotive	Engine fundamentals (all parts) Take down motor and put together Safety practices Attitude Engine Machine shop Care & application of hand tools in auto field Inspection of suspension system Wheel alignment Brake service

Job Title	Skills Employers Require	Program or Subject Taught	Skills Taught (Priority)
Draftsman	Drafting knowledge Electronics, A.A. Degree or equivalent	Drafting Occupations	Blue print reading Drafting equipment skills Sketching, lettering, & layout Methods of construction Estimating construction Depicting orthographic ivews Industrial dimensioning techniques Current drafting (industrial) mechanical, electronic, & structural
Electronic Technicians	Repairing electronics scopes knowledge Electricians training Knowledge of radio, and all kinds of electrical equipment Repair mimerical control machine Understand digital logic Understand values on register	Electronic Occupations	Use of test equipment Trouble shooting of circuits & techniques Safety practices Circuit repair Equipment checkout Fundamentals of computer language and logic Elementary design of transistors Elementary design of digital circuits Analytical capabilities Manipulative bench skills Understanding of A.C. circuits Understanding of Solid State Logic
Meter Assemblers	Knowledge of electrical parts and functions		
Electronic Assembler Trainees	No response		
Utility Man	Electronic/mechanic ability		
Sr. Assist. Engineer	Electrical engineering skills		
Electricians	Apprenticeship Construction experience High voltage such as radar		

Job Title	Skills Employers Require	Program or Subject Taught	Skills Taught (Priority)
Food Services		Food Service Management	Management skills Preparation of foods Knowledge of equipment Standards of judgement to quality of foods Chemical actions in cooked foods Principles of food preparation Grading of foods Theory of ingredients & baking Basic pantry Cake decorating Menu planning Food purchasing Catering Ice carving
Baker	Some experience		
Bartender	Bartender knowledge		
Beef Boner	Meat cutting experience		
Bus Boys	Some experience		
Cooks	Some experience		
Dishwasher	Health card		
Waitress	Ability to make change Public relations General math ability Sales check writing		
Machinist	Ability to set up and operate Journeyman Read blueprints Follow shop orders O.D. Grinder ability Profilers Use basic machine tools	Machine Shop	Blue Print reading Layout operation Basic machine operations Use of measuring tools Order of machine operations
Electronic Machinist	Dynamic balancing Metal spraying Repair & make replacement parts		
Auto Machinist	Hard set grinder experience Machine shop ability Micrometer reading ability		

Job Title	Skills Employers Require	Program or Subject Taught	Skills Taught (Priority)
Nursing-Registered/LVN	California license	Nursing	Assessment skills Bedside nursing skills Nursing care plans to establish care priority Leadership & responsibility Professional responsiblity Medication Basic nursing procedures Improve study habits
Radiology Technician	National and state registration	Radiologic technology	Radiograph processing Patient positioning Nursing procedures and ethics X-Ray production
Secretary/Clerical (Office Occupations)	Typing Shorthand Receptionist skills Customer relations Bookkeeping Office Machines Filing Billing knowledge Transcription Knowledge of office practice Medical terminology Scheduling jobs Switchboard knowledge Two years experience Finance Knowledge of letters, forms, etc. Office machines	Secretary/Clerical (Office Occupations)	Typing Transcription Shorthand Office letters and form skills Human relations Reading & understanding instruction Promptness in meeting requirements Accounting, establish,maintain & use records as aids Filing procedures Office machine operation Writing skills & improvement Problem solving Use of reference tables & materials Accurate transcripts Proof reading Duplicating Math computation

COMMUNITY COLLEGE OCCUPATIONAL EDUCATION ENROLLMENTS BY PROGRAM

Occupational Education Programs	College Attendance	Adult School Attendance	Total
Accountants	1059	-	1059
Air Conditioning	200	-	200
Air Transportation, Ground Operations	61	-	61
Aircraft Maintenance	128	-	128
Appliance Repair	30	60	90
Architectural Technology (Includes Building Construction)	439	-	439
Automotive, Body and Fender Repair	114	40	154
Aviation Occupations, Other	248	-	248
Barbering	47	-	47
Business Machine Maintenance	0	60	60
Carpentry	549	-	549
Child Development	581	-	581
Civil Technology	83	-	83
Commercial Art Occupations	32	-	32
Commercial Pilot Training	117	-	117
Communications	0	10	10
Construction/Maintenance Trades (Includes Floor Covering Building Trades, etc.)	154	-	154
Cosmetology	186	0	186
Custodial Services	45	-	45
Data Processing Systems Occupations	621	63	684
Dental Assisting	111	-	111
Diesel Mechanics	79	-	79
Distributive Education	88	-	88
Drafting	110	-	110

Occupational Education Programs (Con't)	College Attendance	Adult School Attendance	Total
Dressmaking	65	-	65
Dry Wall Installation	119	-	119
Education Assistants and Training Specalists	42	-	42
Electronics Occupations (Includes Electrical Assembly)	-	1162	1162
Electronic Technology	679	-	679
Electricity	303	-	303
Engineering & Related Technology	101	-	101
Finance and Credit	523	-	523
Fireman Training	704	-	704
Food Management, Production & Services	11	-	11
Foremanship, Supervisor, Management Development	615	-	615
General Office, Clerical	459	7449	11,908
Health Education (Part F)	78	-	78
Health Occupations Education (Hospital Staff)	531	-	531
Health Occupations Education (Miscellaneous)	82	-	82
Hotel & Lodging	56	48	104
Information, Communication Occupations (Including Library)	37	-	37
Insurance	-	67	67
Landscaping	-	265	265
Laundering	-	100	100
Law Enforcement Training	1723	-	1723
Machine Shop	127	60	187
Masonry and Bricklaying	55	-	55
Maritime Occupations	80	-	80

Occupational Education Programs (Con't)	College Attendance	Adult School Attendance	Total
Meat Cutter	62	-	62
Mechanical Technology (Includes Manufacturing)	259	-	259
Mechanics	488	240	728
Mechanics, Small Engine Repair/Internal Combustion	62	-	62
Medical Assistant (Assist in Physicians Office)	206	-	206
Medical Emergency Technician	16	-	16
Medical Laboratory Assisting	28	-	28
Metal Trades (Combined)	68	-	68
Millwork/Cabinet Making	150	-	150
Nursery Operation/Management	348	-	348
Nursing (Associate Degree)	27	-	27
Nursing, Home Health Aide	23	-	23
Nursing, Practical (Vocational)	85	-	85
Office Occupations, Other (Includes Civil Service Preparation)	413	-	413
Painting/Decorating	166	-	166
Personnel Services	89	-	89
Photographic Laboratory & Darkroom Occupations	166	-	166
Physical Therapy	76	-	76
Plastering and Lathing	67	-	67
Plastics Occupations	7	-	7
Plumbing/Pipefitting	256	-	256
Printing Press Occupation	140	49	189
Production (Includes Quality Control)	154	-	154
Public Service	54	-	54

Occupational Education Programs (Con't)	College Attendance	Adult School Attendance	Total
Pumping Plants Occupations	66	-	66
Quantity Foods Occupations	87	-	87
Radio/Television	5	-	5
Radiologic Technology (X-Ray)	180	-	180
Real Estate	1780	-	1780
Recreation/Tourism	147	-	147
Retail Trade/Other Marketing	428	-	428
Roofing	68	-	68
Secretaries	219	1500	1719
Sheetmetal	103	-	103
Shipbuilding	18	-	18
Silk Screen Making & Printing	28	-	28
Supervisory/Administration Management Occupations (Includes Business Management)	2251	-	2251
Technical Production (Misc; Includes Meterology)	56	-	56
Textile Production & Fabrication (Includes Power Sewing)	-	100	100
Telecommunication	238	-	238
Trade & Industrial Occupations (Includes Occupational Safety)	35	-	35
Transportation	100	-	100
Vocational Work Experience Education	-	-	-
Welding	244	120	364